The Impact of Knowledge Management on Teacher Performance in English-Medium Schools in Musoma Diocese, Tanzania, with a Focus on the Moderating Role of Professional Development

[1] SILAYO Wolfgang Michael

School of Business and Economics, The Catholic University of Eastern Africa, Nairobi Kenya
P.O. Box 62157-00200 Nairobi, Kenya
Corresponding Author email: wolfgangmichael23@yahoo.com

[1] Dr. Kyule Alexander

School of Business and Economics, The Catholic University of Eastern Africa, Nairobi Kenya
P.O. Box 62157-00200 Nairobi, Kenya

[2] Dr. Sarah Kimani

School of Business and Economics, The Catholic University of Eastern Africa, Nairobi Kenya
P.O. Box 62157-00200 Nairobi, Kenya

Abstract: Knowledge management is essential for capturing, sharing, and utilizing employee insights to enhance decision-making, innovation, and improvement across various sectors. This study investigated the impact of knowledge management on teacher performance in English-medium schools in Musoma Diocese, Tanzania. It focused on the effects of Knowledge Acquisition, Knowledge Storage, Knowledge Sharing, and Knowledge Use. The research used the resource-based view theory, knowledge-based view theory, social exchange theory, and human capital theory as its frameworks. A descriptive survey approach was employed, involving 870 teachers and 85 principals from 85 schools. Data were collected using questionnaires and interviews, with a sample size of 87 teachers and 9 administrators. Analysis included both quantitative and qualitative methods, using SPSS for statistical analysis and thematic analysis for interview data. The results indicated a significant impact of knowledge management on teacher performance, with 24.71% of teachers reporting a very significant impact and 38.82% noting a greater extent of influence. The study recommends investing in knowledge management platforms and professional development programs, along with ongoing evaluation of these practices, to enhance teacher performance and ensure alignment with educational needs.
Key words:- Knowledge Management, Teacher's Performance, Musoma Diocese, Tanzania

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INTRODUCTION
Since the advent of globalization, knowledge has become an intangible resource that generates a competitive advantage over the long term (Havan, Smit, Woetzel, Cventanosvski, & Krishnan, 2021). Knowledge management (KM) plays a significant role in enhancing teacher performance globally, regionally, and locally (Pellegrini et al., 2020). From a global perspective, KM facilitates the sharing of best practices and pedagogical innovations across borders, empowering teachers to implement evidence-based strategies that improve student outcomes (Biasutti & Heba, 2012). Online platforms amplify this impact by providing access to educational resources and professional development opportunities.

Regionally, KM in education is shaped by cultural, linguistic, and socio-economic factors (Quarchioni et al., 2022). For instance, in Asia, knowledge management is linked with collective learning traditions, while in Europe, it supports collaborative learning environments and cross-border educational partnerships, fostering continuous improvement among teachers. At the local level, KM addresses the specific needs of schools and communities, creating supportive learning communities where teachers collaborate, reflect, and improve their practice (Dong et al., 2017). KM initiatives involve professional learning communities and mentorship programs, facilitating the collective analysis of student data and sharing of effective instructional strategies.

In Europe, KM supports teacher professional development, improving teaching strategies and student learning outcomes (Velada & Caetano, 2007). In Africa, KM addresses challenges such as teacher retention and professional development. In Ghana, KM strategies provide access to relevant educational materials

(Oduro et al., 2015). In Kenya, knowledge management and teacher performance are critical for advancing education. The Teacher Performance Appraisal and Development (TPAD) system integrates KM into teacher evaluation, promoting continuous learning (Teachers Service Commission, 2019). Online platforms like the Kenya Education Cloud support professional growth, despite challenges such as infrastructural limitations (Kenya Institute of Curriculum Development, 2020). Both European and African perspectives highlight KM's role in enhancing teacher performance and educational quality.

Review of Literature

Resource-Based View Theory

As a management tool for making the most of a company's strategic assets in order to maintain a competitive edge over the long term, the RBV of the firm was first proposed by Barney (1991). In order to attain a "sustainable competitive advantage" Kraaijenbrink, Spender, & Groen, (2011), businesses need to ensure they have access to and continue to develop Valuable, Rare, Inimitable and Non-Substitutable (VRIN) resources and competencies. The RBV emphasizes how an organization should make the most of its assets in order to maximize value creation and performance. According to Gakuo and Rotich, (2017), businesses can benefit from implementing knowledge management systems to more evenly disperse their knowledge resources and competencies.

In order to gain a competitive edge that will last, management should focus on collecting, developing, and employing these assets Kraaijenbrink et al., (2011). RBV is based on making the most of a company's strengths and assets, particularly its internal ones Mahdi, Almsafir, & Yao, (2011). Any company's top priority should be to train its employees to use what they've learned in ways that boost productivity. Ideally, a firm's resources would be valuable (improving performance), rare (promoting healthy competition among businesses), inimitable (impossible or prohibitively expensive to replicate), and non-substitutable (preventing rivals from using cheaper alternatives to compete).

Knowledge is a key skill and an internal resource to the organization that should be gathered, developed, and utilized to boost the organization's performance, and the RBV theory explains why this is true Kraaijenbrink et al., (2010). Intellectual capital, talent, skills, and know-how are all examples of knowledge resources found in schools teaching in English as a second language. The purpose of this research is to determine how the collecting, development, and exploitation of knowledge affect the performance of educators in English Medium schools in the Diocese of Musoma, Tanzania.

Thus, the Resource-Based View (RBV) emphasizes the importance of internal characteristics, such as resources and capabilities, as crucial independent variables that determine a firm's competitive position and success in the market. By using these distinctive resources and competencies, companies may establish a lasting competitive edge that distinguishes them from their rivals. The resource-based view theory posits that an organization's performance is influenced by the strategic utilization of its resources, including knowledge. In the context of knowledge management and teacher performance, this theory suggests that the effective management and utilization of knowledge can significantly impact the performance of teachers. Knowledge can be considered a valuable resource for teachers, and how it is acquired, shared, and applied can influence their performance in the classroom. Therefore, this theory will be useful in assessing how knowledge acquisition influences the performance of teachers in the English Medium Schools in Musoma Diocese, Tanzania.

Knowledge-Based View Theory

According to the Knowledge-Based View Theory (KBT), information has a certain amount of time, during which it can be effectively used by an organization or in the wider world as expert knowledge before it becomes obsolete. In contrast to the resource-based view, the knowledge-based view considers the company's knowledge to be its most valuable asset Cheng, Wang, & Qu, (2020). The knowledge-based view (KBV) theory emphasizes the importance of knowledge and learning in creating competitive advantages for organizations. It suggests that a firm's knowledge assets, such as information, expertise, and capabilities, are critical for achieving sustainable competitive advantages and superior performance.

In the context of study variables, the KBV theory can be related to various aspects of organizational behavior and performance. Furthermore, the KBV theory can also be applied to individual-level variables, such as employee knowledge, skills, and expertise. Researchers may explore how individual knowledge and learning behaviors impact organizational outcomes, such as productivity, creativity, and adaptability Wang & Rafiq, (2014). This could involve investigating the role of training programs, knowledge-sharing platforms, and organizational culture in fostering a knowledgeable workforce that contributes to the firm's competitive advantage.

Social Exchange Theory

The social and psychological framework of social exchange theory is based on a cost-benefit analysis of social interactions. It proposes that people interact and trade with one another to maximize their benefits while minimizing their expenses. Insights into the dynamics of social behavior, such as reciprocity, trust, and the establishment and maintenance of relationships, are provided by social exchange theory, which was developed by sociologist George Homans (1958) and developed further by Peter Blau. Individuals in accordance with social exchange theory, weigh the benefits and drawbacks of a connection or engagement. Incentives can come in the form of material gifts, social support, financial aid, and the exchange of knowledge, among other things. Time, energy, emotion, and the possibility of bad things happening are all examples of costs. People seek interactions and connections that have a good net effect on their lives Tulane University, (2018) by maximizing their rewards and minimizing their expenses. Trust and reciprocity are also highlighted in social exchange theory. Positive interactions and consistent behavior go a long way toward establishing trust, which in turn makes both parties more comfortable engaging in subsequent interactions. The term "reciprocity" is used to describe the expectation that one's efforts in a relationship would be rewarded in kind. Interpersonal dynamics, organizational processes, and monetary policymaking are just some of the areas where social exchange theory has been put to use. Relationship formation, maintenance, and dissolution can all be explained in terms of the costs and benefits that individual's assign to their various social interactions within this framework Cherry, (2023).

The social exchange theory is considered relevant in the current study because it helps to understand how the distribution of knowledge can influence teacher performance. As conceptualized in this study, teachers may take some time to share information and knowledge with others within the learning premises. Hence, it is through this sharing of information that knowledge is passed from one teacher to the other hence improving their performance and vice versa. Therefore, the theory provides a basis for examining the influence of knowledge distribution on the performance of teachers in the English medium schools in Musoma Diocese, Tanzania.

Human Capital Theory

During the 1950s and 1960s, economists Theodore W. Schultz and Gary S. Becker worked to establish this concept. Schultz, in his key essay "Investment in Human Capital," argued that, similar to how investments in physical capital boost productivity in machinery and equipment Becker, (1975), investments in knowledge and skills increase an individual's productivity and earning potential. According to the human capital theory, the company must invest in ongoing training and education in order to preserve and improve its most valuable skills and abilities Becker, (1964). Human capital approach Proponents of knowledge management maintain that the capacity of individuals to learn is of equal worth with other components of production and that the concept of knowledge and its management may be understood in the context of its intellectual capital Gillies, (2011).

The human capital theory posits that people can improve their human capital through different channels, including schooling, formal training, on-the-job experience, and the acquisition of marketable talents. Greater returns in the form of higher pay, better job prospects, and more economic opportunities are anticipated from these expenditures in human capital. According to human capital theory, formal schooling is crucial to the development of one's human capital Ross, (2021). Higher-educated people can be expected to make more money because of their increased productivity and flexibility in the face of a dynamic work

market. Increasing productivity and worker satisfaction through information sharing is a priority for many businesses.

Teachers in English-medium schools in Tanzania's Musoma Diocese will be able to benefit from this theory's clarification of the method of knowledge use and its significance to performance. Therefore, the purpose of this research is to determine the influence of knowledge use on the performance of teachers in the English Medium Schools in Musoma Diocese. Relating human capital theory to specific objectives can occur in various ways. From a business perspective, organizations can use the theory to justify investments in employee training and development to enhance their skills, knowledge, and productivity Sung & Choi, (2014). This can lead to improved performance, innovation, and competitiveness, which are common objectives for businesses. From a broader economic standpoint, governments may use the human capital theory to justify policies that support access to education and training, as well as initiatives aimed at reducing barriers to skill development. The goal is to improve the overall quality of the labor force and maximize the capacity for economic expansion and development.

RESEARCH METHODS

Research design

Research design, as described by Saunders et al. (2016), is "a plan to answer a specific research question." It involves the integration of various components, strategies, and techniques for systematically gathering, analyzing, and interpreting data. McCombes (2019) further emphasizes that research design encompasses data collection, analysis, and interpretation. For this study, a descriptive survey design was employed. This design was chosen because it is well-suited for systematically capturing the characteristics of a particular group or phenomenon, as noted by Kothari (2019).

The descriptive survey design aimed to depict the current state of knowledge management practices in the schools, as well as the factors influencing teacher performance. It allowed the research to explore and describe the existing knowledge management processes—such as knowledge acquisition, storage, sharing, and use—and how these processes relate to teacher performance. This approach provided valuable insights into the nature and extent of the relationship between knowledge management and teacher performance, offering a detailed overview of the situation within the English medium schools in Musoma Diocese.

Target Population

In research, the term "target population" refers to the entire group of individuals that are being studied or are of interest in the research. According to Vonk (2017), the target population is the population from which researchers seek to generalize their results. For this study, the target population consisted of 85 English medium schools in Musoma Diocese, Tanzania. Within these schools, the target population included 85 principals and 870 teachers who use English as the medium of instruction. Therefore, the total target population for this study was 955 individuals, comprising both the principals and teachers in the English medium schools within Musoma Diocese, Tanzania.

Description of Sample Size and Sampling Procedures

A sample is a subset of a larger population that is statistically significant on its own Mugenda & Mugenda, (2013). The strategies used to pick the sample, on the other hand, are known as sampling techniques Malhotra & Dash, (2021). In total, the sample size was 9 English Medium Schools which were the 10% of 85 schools, 9 principals which were the 10% of 85, and 10% of 870 teachers from 85 schools which gave 87 teachers.

Sampling of English Medium School

With 85 English Medium Schools in Musoma, a 10% sample was drawn from the city's total population. Mugenda and Mugenda (2013), states that a representative sample must contain at least 10%-30% of the population being studied. As a result, a 9-school sample of English-medium schools was used for this research. In table 3.1 a simple random sample method was used to determine which schools were chosen.

Table 3.1 Sampling Table: English Medium Schools

Name of School	Sample size of schools
Bakhita	1
Mwalimu Nyerere	1
St. Paul School	1
John Bosco	1
Christ the King	1
St. Augustino	1
Malkia wa Shirati	1
Bwire	1
Millenia ya Tatu	1
Total	9

Sampling of Teachers

Because the population of teachers in English-medium schools in Musoma diocese is 870 less than 10,000, a finite population correction will be applied to the formula as follows:

Applying a formula taking a margin of error of 10% and a population size of 870 teachers:

Given:

$N = 870$

$Z = 1.96$ (Z-value for 95% confidence level)

$P = 0.5$ (estimated proportion, assuming maximum variability

Margin of error $(E) = 0.10$, 10%

To determine the Z-score corresponding to the desired confidence level a 95% confidence level is taken, which corresponds to a Z-score of approximately 1.96. The values are plugged into the formula as follows:

$N = (1.96)^2 = 3.8416$

$N = 0.5 \times (1 - 0.5) = 0.25$

$(0.10)^2 = 0.01$

$870 \times 3.8416 \times 0.25 = 870 \times 0.9604 = 835.548$

$0.01 \times (870 - 1) + 3.8416 \times 0.25 = 0.01 \times 869 + 0.9604 = 8.69 + 0.9604 = 9.6504$

$N = \dfrac{835.548}{9.6504} = 86.55$

$N \approx 87$

With a target population of 870 teachers in English Medium schools in Musoma diocese, Tanzania and a desired margin of error of 10%, the adjusted sample size considering finite population correction will be 87 teachers.

A total of 87 teachers made up the sample population, according to the numbers. The teachers were chosen using a stratified random sampling strategy. Stratified random sampling, as defined by Hayes (2022), includes randomly selecting samples from subsets of a population. Stratification, or stratified random sampling, creates groups of people with similar traits. As a result, teachers were grouped according to criteria such as subject taught. The strata were made up of these different groups as follows:

Table 3.2 Sampling Frame

Respondent	Teachers of English	Teachers of Maths	Teachers of Science	Target Population
Bakhita	5	3	4	12
Mwalimu Nyerere	3	1	3	7
St. Paul School	3	3	4	10
John Bosco	4	4	5	13
Christ the King	3	4	4	11
St. Augustino	2	1	3	6
Malkia wa Shirati	3	2	4	9
Bwire	3	3	2	8
Millenia ya Tatu	4	3	4	11
Total	30	24	33	87

Sampling of School Principals

Category	Population Size	Sample Size	Sampling Method
English Medium Schools	85	9 (10%)	Random Sampling
Principals	85	9 (10%)	Purposive Sampling
Teachers	870	87 (10%)	Stratified Random Sampling

Description of Research Instruments

Through the use of a research instrument, Abawi (2014) was able to accomplish the tasks of data collecting, measurement, and analysis for the study. Questionnaires were used to gather quantitative and qualitative data from the teachers, and self-administered interview guidelines were used to obtain information from the principals. A questionnaire, as defined by Wai-Ching (2001), is a tool for collecting information from respondents through the use of a predetermined set of questions and other indicators. Section A covered general information about teachers and their performance in English-language classrooms; Section B examined teachers' knowledge acquisition and their performance in the same context; Section C examined teachers' knowledge storage and their performance in the same context; Section D examined teachers' knowledge distribution and their performance in the same context; and Section E examined teachers' knowledge use and their performance in the same context. A likert scale with five points was used to score the responses to the questionnaire, which comprised of closed-ended questions.

Validity of Instruments

The term "validity" is used to describe how well a measuring device actually measures the target variable according to Middleton, (2019). This research evaluated validity using content and faces validity. Middleton, (2019) highlighted that a test's "face validity" refers to how reliable it initially seems to be. Content validity, on the other hand, is "the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured" Sartori, (2010). Therefore, adopting these methods equipped researchers with the data-gathering tools they needed to examine whether or not the questions accurately measured the relevant variables. Their suggestions and criticisms were used to improve the tools.

Description of Data Collection Procedures

Methods of gathering information from research participants are known as "data collection procedures" Mvumbi & Ngumbi, (2015). A letter of permission from the institution to collect research data was received beforehand. The researcher was permitted to move on to the data-gathering stage of the study after receiving this letter. On location, the researcher met with the principals of the English-language schools in the

Musoma Diocese of Tanzania. Introduction was used to clarify the study's goals and objectives to respondents and to gain their consent to gather data.

Data Analysis Procedures

The process of analyzing data included methodically describing, showing, summarizing, and assessing information via the use of logical and/or statistical methodologies. Using a wide range of analytical methods, it was possible to differentiate between the signal, which represented the event of interest, and the noise, which represented statistical fluctuations, in the data 2015 publication by Shamoo and Resnik. The data were subjected to both quantitative and qualitative analysis by the researchers. In order to undertake any kind of quantitative analysis, the raw data were cleaned up and transformed. Following that, the researcher implemented a coding system for the findings of the survey. In order to successfully input the data into a database, the Statistical Package for the Social Sciences (SPSS) version 27 was needed. For the purpose of the analysis, both descriptive and inferential statistics was used. In descriptive analysis, which is particularly useful for summarizing categorical data, the use of frequencies and percentages is becoming more popular. Tabular representations, graphical representations, and pie charts were used to display the descriptive data summaries.

The researcher employed a multivariate linear regression model for the inferential analysis. The linear regression equation with the intervening variable could look like this, per Bevans (2022), looks like this:

Teacher's Performance = B_0 + B_1 x Knowledge Management + B_2 x Age + B_3 x {Years of Experience} + B_4 x Education Level} + varepsilon]

Where:

B_0 is the intercept.

B_1 represents the effect of knowledge management on teacher's performance.

B_2, B_3, and B_4 represent the effects of age, years of experience, and Education level on teacher's performance, respectively.

Varepsilon is the error term, capturing unobserved factors affecting teacher's performance.

This equation reflects a multiple linear regression model where knowledge management is the primary independent variable, and age, years of experience, and education level serve as intervening variables.

Initial Regression (Knowledge Management predicting Teacher's Performance):

Teacher's Performance = B_0 + B_1 times Knowledge Management + varepsilon1.

Mediation Analysis = Regression of Demographic Characteristics on Knowledge Management:

Demographic Characteristics = B_2 + B_3 x Knowledge Management + varepsilon2.

Mediation Analysis = Regression of Teacher's Performance on Knowledge Management and Demographic Characteristics:

Teacher's Performance = B_4 + B_5 x Knowledge Management + B_6 x Demographic Characteristics + varepsilon3.

Ethical Considerations

This study adhered to several ethical considerations to ensure the integrity of the research process and the protection of participants' rights. Informed consent was a primary ethical focus; all participants, including teachers and principals, were fully informed about the study's purpose, procedures, potential risks, and benefits. They were assured that their participation was voluntary and that they could withdraw from the study at any time without any negative consequences. Consent forms were provided and signed by all participants, ensuring that they agreed to partake in the study with a clear understanding of what it entailed.

IV. RESULTS AND DISCUSSION

Demographic Characteristics of the Musoma Diocese teachers

Varied demographic details were solicited from the respondents in order to build their demographic profile. This section focused on the gender, age, respondents' level of education, and their work experience. Collected data is explained in details below.

Gender Distribution

Figure 4.1 presents the information that was gathered on the gender distribution of the teachers working in the Musoma Diocese.
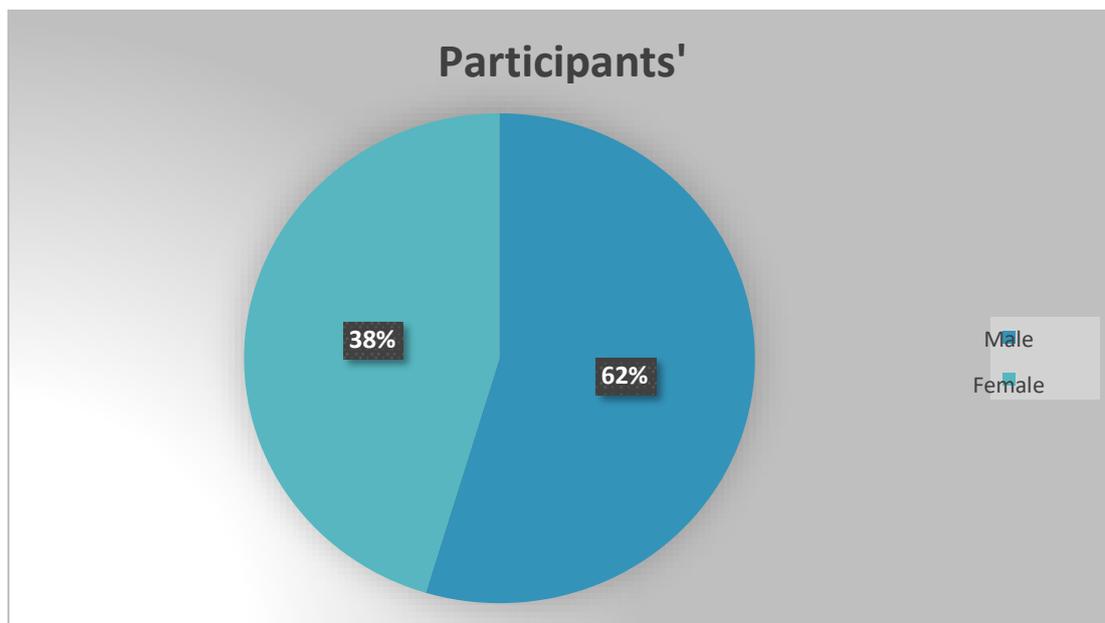
Figure 4.1. Distribution of the Musoma Diocese teachers by Gender

Table 4.1. Distribution of the *Musoma Diocese teachers* by Gender

Gender	Frequency	Percentage
Male	52.0	61.18
Female	33.0	38.82
Total	**85.00**	**100.00**

As a result of the replies, there were 38% female respondents, while there were 62% male respondents. This demonstrates that participants of various genders were involved, which ensured that the research had a decent representation of it. The gender rule of one third is stipulated in the Tanzanian Constitution, and as a result, the research was conducted in accordance with these criteria. A further implication that may be drawn from the statistics regarding gender is that a substantially larger proportion of males than females are employed in schools located within the Musoma Diocese in Tanzania.

Distribution of the respondents by Age

Table 4.2 Age range distribution

On the question of the respondent's age range, the studies revealed that majority of the respondents represented by 32.94% were between the ages of 26-30 years. From the findings, 21.18% of the respondents' age variance was between 31-35 years and 8.24% of the responders ranged in age from 36 to 40. A percentage of 27.05 of the respondents were 25 years and below while the other remaining percentage (10.59%) was those with 41 years and above.

Distribution of the teachers by the Education Level
Education level was sought in order to understand whether literacy levels of the teachers had any influence on their performance. The correlation of education levels on performance of teacher is analyzed in this section. Beforehand, in this sub-section Table 4.3 shows the results on the education level of the respondents.

Table 4.3 Education level distribution of the teachers.

Education Level	Frequency	Percentage
Certificate	39	45.88
Diploma	26	30.59
Degree	20	23.53
Masters	0	0
Any Other	0	0
Total	**85**	**100.00**

The results show that most of the responders (45.88%) had Certificate level of education while 30.59% had a Diploma level of education. The remaining percentage of 23.53% of the respondents had a degree. This suggested that most of the respondents had completed their studies at the college or university level and were therefore qualified to provide the requested data. These achievements in the levels of education are also in accordance to the Tanzania Teacher's Professional Board.

Distribution of the respondents by their years of working experience

In regard to the working experience, the study revealed that majority of the respondents, represented by 52.94% had between 0 - 5 years' work experience. A percentage of 31.76 of the respondents had a work history spanning 6 - 10 years while 8.24% had worked for 11-15 years. The remaining percentage of 7.06% had garnered 16 years and above of working experience. This demonstrated that the respondents were in a better position to provide knowledge on the subject of the research. The respondents' distribution according to the number of years of work experience is shown in Table 4.4.

Table 4.4 Distribution of the respondents by the working years

Years Worked	Frequency	Percentage
5 years and below	45	52.94
6 - 10 years	27	31.76
11 - 15 years	7	8.24
16 years and above	6	7.06
Total	**85**	**100.00**

The demographic results of the study revealed that age plays a significant role in how teachers engage with knowledge management practices and their overall performance in English medium schools in Musoma Diocese. Empirical evidence supports this finding, with several studies highlighting the influence of age on knowledge acquisition, sharing, and utilization. For instance, Dufva and Dufva (2019) found that younger teachers are generally more open to adopting digital technologies and innovative teaching methods due to their familiarity with modern educational tools. This openness enhances their ability to acquire and share knowledge more efficiently within educational settings. In contrast, older teachers, who often possess a wealth of experience, may rely on traditional knowledge management practices and face challenges in adapting to new technologies. Bates and Khasawneh (2007) also observed that age influences the willingness to engage in technology-driven knowledge management processes, with younger educators more.

Knowledge Acquisition and Teacher Performance

The purpose of this study was to determine the degree of agreement and disagreement that exists with relation to the knowledge acquisition, teacher performance scanning, and organization learning that occurs in English language schools. Below, in table 4.5, you will find a report of the results.

Table 4.5 Knowledge Acquisition and Teacher Performance

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	**Mean**	**SD**
The school provides an opportunity for the employees to attend relevant seminars and workshops to improve their performance.	48.24%	38.82%	1.18%	5.88%	5.88%	4.18	1.85
New knowledge is acquired in the school by training employees.	35.30%	40.00%	7.06%	11.76%	5.88%	3.87	2.75
It's through training that employees are equipped with new skills in the school.	31.76%	49.41%	4.71%	9.41%	4.71%	3.99	1.47
New knowledge is created through benchmarking in our school.	14.11%	61.18%	7.06%	12.94%	4.71%	3.61	1.55
Observing the way other schools operate helps us to gather timely information on the educational needs of students.	43.54%	31.76%	9.41%	11.76%	3.53%	3.59	1.37
The school promotes organizational learning through knowledge sharing and reflection	10.59%	48.24%	12.94%	24.70%	3.53%	3.01	1.69
The school scan the educational landscape to identify best practices and emerging trends in teaching and learning	3.53%	31.76%	24.71%	21.18%	18.82%	2.69	1.97

The highest mean score of 4.18 indicated strong support for the school providing opportunities for employees to attend relevant seminars and workshops for performance improvement. There is also a relatively positive sentiment towards the acquisition of new knowledge through training (mean = 3.87) and the development of new skills via training (mean = 3.99). The statement that new knowledge is created through benchmarking received a support of (mean = 3.61) and observing other schools' operations aids in understanding educational needs (mean = 3.59). The promotion of organizational learning through knowledge sharing and reflection received a moderate level of agreement (mean = 3.01). The statement that the school is scanning the educational environment to uncover the latest innovations and emerging trends in teaching and learning was highly approved by the respondents (mean = 2.69).

Knowledge Acquisition process effect on performance
The researcher sought to find out the extent to which the knowledge acquisition process affected the performance of the respondents in school. The findings are reported in table 4.6 below.

Table 4. 6 Effects on Performance

Effects on Performance	Frequency	Percentage
To a very greater extent	21	24.71
Greater extent	33	38.82
To some extent	22	25.88
Not at all	3	3.53
Not sure	6	7.06
Total	**85**	**100.00**

Results for the study indicated that 24.71% of respondents experienced a very significant impact on performance, while 38.82% reported a greater extent of influence. 25.88% noted some degree of effect, while only 3.53% stated no impact and 7.06% were unsure. Overall, these results point to a strong correlation between learning and academic achievement, with most respondents attributing their success to different levels of learning.

Knowledge storage and teacher performance

The purpose of this study was to determine the degree of agreement and disagreement that exists in English medium schools with relation to the preservation of information and the performance of teachers, as well as the electronic stores and printed materials. Below, in table 4.7, you will find a report of the results.

Table 4.7 Knowledge storage and teacher performance

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
Any important knowledge acquired is stored in the school repositories.	28.24%	49.41%	8.24%	10.58%	3.53%	3.88	2.36
All the information in the school is archived.	30.59%	51.76%	8.24%	7.06%	2.35%	3.94	2.03
Obtaining information makes retrieval to be easier	29.41%	42.35%	7.06%	11.77%	9.41%	3.65	1.94
The school effectively utilizes electronic storage systems to organize and access educational resources and materials	5.88%	20.00%	15.30%	40.00%	18.82%	2.58	1.59
Critical information in the school is clearly documented	47.06%	40.00%	9.41%	1.18%	2.35%	3.46	1.69
Documentation of information provides a point of reference in the school.	35.29%	43.54%	2.35%	12.94%	5.88%	3.48	1.61
There is somebody who has been put in charge of keeping the school records safe and organized.	45.88%	37.65%	9.41%	2.35%	4.71%	3.82	1.49

Safety of knowledge storage facilities

In addition, the researcher was interested in determining whether or not the educational facilities at the schools of the respondents were secure. Below, in table 4.8, you will find a report of the results.

Table 4.8 Safety of storage facilities

Safety of storage facilities	Frequency	Percentage
Very secure	46	54.12
Secure	34	40.00
Not secure	3	3.53
Not sure	2	2.35
Total	**85**	**100.00**

The study's conclusions showed that the majority of respondents, comprising 54.12%, indicated that the storage facilities are very secure, while 40.00% regarded them as secure. 3.53% reported that the facilities were not secure, while 2.35% were unsure about the safety status of the facilities. Overall, the findings suggested that the majority of respondents perceived the knowledge storage facilities in their schools to be adequately secure, implying a positive outlook on safety within the educational environment.

Knowledge distribution and teacher performance

The purpose of this study was to determine the degree of agreement and disagreement that exists in English medium schools with relation to the distribution of information and the performance of teachers, as well as meetings, workshops, and reports being conducted. The results are shown in the table 4.9 that can be seen below.

Table 4.9 Knowledge distribution and teacher performance

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
Regular briefings are held to disseminate new knowledge among employees in the school.	29.41%	54.12%	1.18%	12.94%	2.35%	3.95	2.63
New knowledge is disseminated through memos.	14.12%	25.88%	12.94%	32.94%	14.12%	3.11	1.90
Emails are used to communicate official knowledge in the organization	29.41%	32.94%	7.06%	16.47%	14.12%	3.06	1.99
Face-to-face meetings are ideal for disseminating new knowledge to employees in the school.	47.06%	38.82%	4.70%	8.24%	1.18%	4.35	1.40
Workshops organized by the school administration are beneficial in enhancing teachers' skills and knowledge related to teaching practices.	10.59%	34.12%	4.70%	37.65%	12.94%	3.26	1.69
Reports generated by teachers and administrators are utilized to disseminate valuable insights and information relevant to improving teacher performance.	48.24%	44.70%	1.18%	4.70%	1.18%	4.77	0.95
Knowledge is shared in the school through mentorship.	20.00%	54.12%	5.88%	11.76%	8.24%	3.72	1.53

Notably, regular briefings got significant support, with a mean score of 3.95, suggesting that they are effective in disseminating new knowledge among employees. Face-to-face meetings also received a strong endorsement, with a mean score of 4.35, indicating their perceived effectiveness in transmitting new knowledge.

The findings that teachers and administrators highly valued the results they generate, as evidenced by a mean score of 4.77, have several important implications for the educational environment and strategies for improving teacher performance:

Knowledge distribution effect on performance

The researcher sought to find out the extent to which the knowledge distribution affected the performance of the respondents in school. The findings are reported in table 4.10 below.

Table 4. 10 Effect on Performance

Effect on Performance	Frequency	Percentage
To a very greater extent	18	21.18
Greater extent	34	40.00
To some extent	26	30.58
Not at all	7	8.24
Not sure	0	0.00
Total	**85**	**100.00**

The findings indicated that 21.18% of respondents perceived a very significant impact on their performance, while a larger proportion, comprising 40.00%, reported a greater extent of influence. 30.58% noted some degree of effect from knowledge distribution while 8.24% stated that there was no impact on their performance. These findings suggest a notable relationship between knowledge distribution and school performance, with the majority of respondents attributing their performance to varying degrees of knowledge distribution.

Knowledge use and teacher performance

The researcher sought to find out the extent of agreement and disagreement in regards to the knowledge use and teacher performance in English medium schools. The findings are reported in table 4.11 below.

Table 4.11 Knowledge use and teacher performance

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	**Mean**	**SD**
The acquired knowledge is used to solve complex problems in the school.	43.53%	44.71%	2.34%	4.71%	4.71%	4.18	1.11
The school administration uses the knowledge acquired to make decisions	36.47%	45.88%	9.41%	4.71%	3.53%	3.82	1.29
Knowledge is used in evaluation of alternative courses of action in the school.	36.47%	51.76%	7.06%	3.53%	1.18%	3.88	1.35
The work environment in the school plays a significant role in facilitating knowledge use and positively impacting teacher performance	45.88%	32.94%	4.71%	12.94%	3.53%	3.77	1.44
Knowledge is utilized to solve complaints raised by the stakeholders in the school.	21.18%	51.76%	21.18%	3.53%	2.35%	3.53	1.45
We utilize the knowledge acquired to effectively respond to the needs of students.	42.35%	52.94%	1.18%	1.18%	2.35%	4.06	1.42

The highest mean score of 4.18 indicated strong support for the idea that acquired knowledge was used to solve complex problems in the school. There was also a substantial agreement, with a mean score of 3.82, regarding the school administration's utilization of acquired knowledge in decision-making processes. The statement on knowledge is perceived as essential in evaluating alternative courses of action, was indicated by a mean score of 3.88. The work environment was also recognized for its role in facilitating knowledge use and positively impacting teacher performance, reflected in a mean score of 3.77. There was also an agreement that knowledge is utilized to solve complaints raised by stakeholders (mean = 3.53) and effectively respond to student needs (mean = 4.06). These findings generally showed the importance of effectively utilizing knowledge to address various challenges and enhance teacher performance within the schools.

Knowledge use effect on performance

The researcher sought to find out the extent to which the knowledge use affected the performance of the respondents' employees in the schools. The findings are reported in table 4.12.

Table 4.12 Effect on performance as employee

Effect on Performance	Frequency	Percentage
To a very greater extent	*26*	*30.59*
Greater extent	*32*	*37.64*
To some extent	*17*	*20.00*
Not at all	*9*	*10.59*
Not sure	*1*	*1.18*
Total	**85**	**100.00**

From the findings on the influence of employee performance, 30.59% stated a very significant impact and 37.64% indicated a greater extent of influence. 20.00% noted some degree of effect from knowledge use while 10.59% stated that there was no impact on employee performance. 1.18% was unsure. The findings showed that majority of the respondents acknowledged the positive influence of knowledge utilization and employee performance within schools to varying degrees.

Performance of Teachers in English Medium Schools

The researcher sought to find the overall performance of teachers in English medium schools. The findings are reported in table 4.13.

Table 4.13 Performance of Teachers in English Medium Schools

Statements	Very good	Good	Average	Poor
Class teaching competence	74.12%	25.88%	0.00%	0.00%
Class performance	58.82%	40.00%	1.18%	0.00%
School performance	51.76%	38.82%	9.42%	0.00%

According to the findings, in terms of class teaching competence, the majority of teachers were rated positively, with 74.12% classified as 'Very good', indicating a strong level of proficiency in delivering lessons. Similarly, in assessing class performance, a significant portion of teachers, 58.82%, received a 'Very good' rating, indicating effective facilitation of student learning. In the evaluation of school performance, 51.76% rated 'Very good'. There were no reported instances of poor performance (0.00%) across all categories, suggesting a generally high standard among teachers in English medium schools.

Test of Goodness Fit

The table labeled 4.14 below displays an adjusted R-squared value of 0.473, indicating that the independent variable, when combined, explains 47.3% of the variance in the outcome variable. The remaining 52.7% of the variation is attributed to variables not taken into account in the research, as described by the error term. The R Square and Adjusted R Square values are low, which is typical for primary data. However, there is no need to worry about this since it is addressed by the ANOVA.

Table 4.14 Model Summary

Model	R	R Square	Adjusted R Square	Error of theEstimate	Durbin-Watson
1	.694a	.482	.473	4.31567	1.539

a. Predictors: (Constant), Goal setting, Feedback, Training, Recognition
b. Dependent Variable: Performance

The research, as shown in table 4.14, conducted further testing of the model's fitness by calculating the F-calculated value and comparing it to the F-critical value
.

Table 4.15 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3920.980	4	980.245	52.631	.000b
	Residual	4209.253	226	18.625		
	Total	8130.234	230			

Source: Survey Data (2022)

The calculated F-score (52.631) was higher than the essential F-value, suggesting a statistically significant model fit. This is further corroborated by the t-statistic, which shows that all predictor variables are significant at a p-value of less than 0.05. Specifically, the p-value of 0.000 is lower than the significance threshold of 0.005 used in the research. The t-statistics and p-value are reliable and sufficient for testing the significance of the regression coefficient model, which predicts the knowledge management within English Medium Schools based on the performance management practices.

Results of Hypotheses Testing

Table 4.16 below presents the analysis of the regression coefficients of the model fit used to test the effect of Knowledge Management and Teacher's Performance in Musoma Diocese, Tanzania.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.750	1.562		11.360	.000
	Performance Mgt.	.286	.134	.237	2.125	.035
	Multisourcefeedback	.547	.109	.450	5.013	.000
	Employee recognition	-.147	.125	-.132	-1.177	.240
	Goal setting	.187	.115	.168	1.631	.104

Table 4.16 Results of the Hypothesized Relationship

Source: Survey Data (2021)

The teacher's performance was calculated using the formula $17.750 + 0.286$. Performance management with a coefficient of 0.547 and the score for multisource feedback is -0.147 employee recognition plus 0.187 explicit and quantifiable objectives. According to the table, performance management and multisource feedback had a substantial impact at a significance level of $p<0.05$, whereas employee recognition and goal setting have a significance level of $p>0.05$, indicating that they are not significant.

Summary

The study sought to determine how teachers' performance in Tanzania's Musoma Diocese's schools related to knowledge management. The four main goals of this study were to find out how knowledge acquisition affected teachers' performance in English-medium schools in Musoma Diocese, Tanzania; how knowledge storage affected teachers' performance in English-medium schools in Musoma Diocese, Tanzania; how knowledge sharing affected teachers' performance in English-medium schools in Musoma Diocese, Tanzania; and how knowledge use affected teachers' performance in English-medium schools in Musoma Diocese, Tanzania. The results were examined in the section that follows.

The findings revealed that knowledge management, particularly knowledge sharing and utilization, have a significant positive impact on teacher performance in English medium schools in Musoma Diocese. However, the study also found that challenges such as limited resources, large class sizes, and inadequate support hinder the effective implementation of these practices. Additionally, continuous professional development and the use of technology emerged as crucial factors in enhancing teachers' ability to manage and utilize knowledge effectively.

Conclusions

In conclusion, the findings of the study on knowledge management and teacher's performance indicated a strong and positive relationship between these two variables. The implementation of effective knowledge management practices has been found to enhance teacher performance in various ways.

Firstly, the study found that knowledge management initiatives, such as knowledge sharing platforms and communities of practice, facilitate the effective exchange of ideas, resources, and best practices among teachers. This collaborative approach to knowledge sharing strengthens teachers' professional development and improves their instructional strategies. The findings highlight the importance of creating a culture of knowledge sharing and collaboration within educational institutions to enhance teacher performance.

Furthermore, the study revealed that knowledge management practices contribute to the enhancement of teachers' subject matter expertise. By harnessing and managing the collective knowledge and expertise within the organization, teachers can access a wide range of resources, including lesson plans, research articles, and educational materials. This access to relevant and up-to-date information helps teachers stay abreast of advancements in their fields, thereby improving their subject knowledge and instructional delivery. Additionally, the study underscored the role of knowledge management in fostering innovation and creativity among teachers. Through platforms and processes that encourage creativity and idea generation, teachers are empowered to develop innovative teaching methods, curriculum designs, and assessment techniques. The findings emphasize the importance of providing teachers with the necessary tools, resources, and support to foster a culture of innovation, ultimately leading to improved teacher performance.

Moreover, the study highlighted the impact of knowledge management practices on enhancing teachers' problem-solving skills. By having access to a repository of past solutions and experiences, teachers are better equipped to address challenges and effectively resolve issues that arise in their classrooms. The findings suggest that knowledge management practices, such as lesson plan repositories and collaborative problem-solving platforms, play a crucial role in equipping teachers with the skills needed to handle various teaching and learning scenarios, ultimately leading to improved performance outcomes.

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